Pearson BTEC

First teaching from September 2022

Pearson BTEC
Tech Award Level 1/2 in

Sport

Component 2: Taking part and improving other participants sporting performance

L1/2

Pearson-set Assignment – sample

First teaching from September 2022

Issue 3

Pearson
BTEC Level 1/Level 2
Tech Award in Sport

Pearson-set Assignment – Sample

Component 2: Taking Part and Improving Other Participants Sporting Performance

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Issue 3

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Summary of Pearson BTEC Level 1/Level 2 Tech Award in Sport Pearson-set Assignment for Component 2: Taking Part and Improving Other Participants Sporting Performance Issue 3 changes

Summary of changes made between the previous issue and this current issue	Page number
Mark grid for Task 4 (written) stem all bands, 'planning a drills' amended to 'planning drills'.	Page 16

Summary of Pearson BTEC Level 1/Level 2 Tech Award in Sport Pearson-set Assignment for Component 2: Taking Part and Improving Other Participants Sporting Performance Issue 2 changes

Summary of changes made between the previous issue and this current issue	Page number
The wording in the *Introduction* and *Resources needed* sections have been amended to clarify that learners may have supervised access to the internet if necessary for tasks where required to search and access audio-visual content and that this is optional and will not affect access to the full range of available marks.	Pages 1, 5
In the *Guidance for teachers* section under *Specific guidance* a new bullet point has been added regarding learner sample and video evidence.	Page 9
The wording in *Guidance for Teachers* section under *During the assignment* has been amended to clarify that learners may use their own class notes, but cannot use textbooks, and are allowed access to the internet if necessary for tasks where required to search and access audio-visual content.	Pages 9 and 10

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Introduction

The key purpose of this assessment is for learners to develop an understanding of participating in sport by developing their knowledge and understanding of skills and strategies used, in addition to being able to demonstrate these skills through conditioned practice or drills.

The assignment for this component consists of four tasks.

- In response to Task 1, learners will demonstrate their knowledge and understanding of the components of fitness.
- In response to Task 2, learners will demonstrate their skill in a selected sport in isolated practice and skill and strategy in competitive situations.
- In response to Task 3, learners will demonstrate their knowledge and understanding of officials in sport and two key rules and regulations in sport.
- In response to Task 4, learners will demonstrate their knowledge and understanding of a sport and provide specific drills to improve participants sporting techniques. Additionally, they will produce video evidence of these skills including specific guidance and teaching points.

This assessment will be offered twice a year. The timing of the assessment is approximately 4 hours of supervised assessment.

The assessment evidence is produced under formal supervision to ensure that learner work is authentic and that all learners have had the same assessment opportunity. The formal supervision takes place in a session/s timetabled by the centre.

Levels of control within this set assignment

The levels of control outlined below must be adhered to and enforced by teachers following the release of the assignment to learners.

Formal supervision: The estimated hours stated for completion of each task in this set assignment refer to formally supervised hours. During formally supervised sessions, learners must work independently, cannot work with or discuss their work with other learners unless group or collaborative work is required or permitted. Learners can access the internet if necessary for tasks where required to search and access audio-visual content, which must be appropriately referenced. Inclusion of audio/video content in responses and use of the internet to source this content is optional and will not affect access to the full range of available marks. This must be monitored by the teacher. Work must be held securely in between supervised sessions and must not be taken in or out of sessions. Learners will be able to access the materials specified in the assessment.

Instructions to learners

You should read the information given in the vocational context and each task section of this assignment carefully prior to starting work. Tasks often link to one another, so it is important to make sure you understand all tasks before starting the assignment.

The assignment will take approximately 4 supervised hours to complete.

This is divided into approximately:

- 1 hour to complete Task 1
- 1 hour to complete Task 2
- 1 hour to complete Task 3
- 1 hour to complete Task 4.

These timings are for guidance only but should be used as an indication of how long to spend on each task. Your teacher will advise you when it is time to move from one task to the next.

You must work independently and should not share your work with other learners. All work must be your own and you must sign a declaration of authenticity to confirm this. If group work or collaboration is permitted, you must produce your own independent responses and evidence for the tasks.

Any sources of information, ideas, text, audio and/or visual assets created by others that you include in your work **must** be clearly identified and referenced. Using the work of others as your own or without proper acknowledgement is considered plagiarism and can result in disqualification from the assessment.

You may ask your teacher for support if you have questions about the requirements of the tasks, what evidence you need to produce and any resources you are allowed to access. They cannot give you feedback about how to improve your work or guide you to solutions to any questions or problems in the tasks.

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Pearson-set Assignment

Qualification	Pearson BTEC Level 1/Level 2 Tech Award in Sport
Component number and title	**2:** Taking part and improving other participants sporting performance
Write your name here (Surname, Name)	
Completion time for assignment	Approximately 4 hours
Submission deadline	
Assessment series and year	Sample Assignment

Vocational context	You are supporting the running of a summer activity camp. The camp is attended by young people. The camp leader has asked you to run a series of sports sessions for the young people. The leader wants you to teach the young people about the techniques, strategies, and components of fitness that are required for effective participation in sport. The camp leader would also like the young people to be able to learn about becoming an official for a chosen sport.

Task 1	**Components of fitness** The camp leader has asked you to help the young people understand the different components of fitness required for participation in a team sport of your choice. Produce a written response that will enable the young people to understand what each of the different components of fitness are, their use in the **team sport** and the impact they have on performance in that sport. You written response should include an account of: • how each of these components of fitness will be used during participation in the team sport • the impact of each of these components of fitness on performance in the team sport.
Learning outcome covered	**A:** Understand how different components of fitness are used in different physical activities
Checklist of evidence required	A written response of approximately 2-3 pages of A4 which can include supporting images.
Resources needed	None

Supervised hours to complete the tasks	Learners would need approximately 1 hour to complete Task 1.
Number of marks	12 marks

Task 2	**Participating in sport** The camp leader would now like you to help the young people to develop their understanding of the skills and strategies required for **a sport of your choice.** The camp leader would like you to produce a series of video clips that will demonstrate sports skills for your selected sport being demonstrated in isolated practices and sports skills and strategies being demonstrated in competitive situations. Your video clips should include practical demonstrations of: • **at least three** sports skills being performed in isolated practices • sports skills and strategies being performed in a competitive situation.
Learning outcome covered	**B:** Be able to participate in sport and understand the roles and responsibilities of officials
Checklist of evidence required	Video recordings lasting approximately 15 mins of sporting skills in isolated practices and sporting skills and strategies in competitive situations for a selected sport.
Resources needed	Video camera with sound recording
Supervised hours to complete the tasks	Learners would need approximately 1 hour to complete Task 2.
Number of marks	12 marks

Task 3	**Officiating in sport** The camp leader would like the young people to have a better understanding of the roles of the officials and the rules **for your selected sport**. You have been asked to produce a presentation to assist the young people in understanding the different roles and responsibilities of the officials for your selected sport. The young people should also understand the rules associated with the number of players and how they are able to score when taking part in your selected sport.

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	Your presentation should include an account of: • the different roles and responsibilities of officials in your selected sport • rules and regulations around: a) the number of players and b) how players can score when taking part in your selected sport • actions the officials would be expected to take to ensure the rules associated with: a) the number of players and b) scoring are adhered to when taking part in your selected sport.
Learning outcome covered	**B:** Be able to participate in sport and understand the roles and responsibilities of officials
Checklist of evidence required	A presentation of approximately 10-15 slides that can include any combination of: • text • images • embedded audio/video content lasting no more than 3 minutes • slides notes. Physical presentation is not required, where the option of physical presentation is taken, this should last no longer than approximately 5-10 minutes in duration. This is under the assessment controls stated within the subject assessment strategy.
Resources needed	Resource requirements dependent on submission evidence. Learners can access the internet if necessary to search and access audio-visual content.
Supervised hours to complete the tasks	Learners would need approximately 1 hour to complete Task 3.
Number of marks	12 marks

Task 4	**Improving participants' sporting skill** A group of participants in the camp want to form a camp team and take part in an inter-camp tournament for your selected sport. To prepare for this tournament you are going to provide practical support to help the participants learn how to improve **one sporting skill of your choice for your selected sport**.

	You will need to produce a written response of a plan for a drills and conditioned practices for one sporting skill of your choice. You will also need to provide video evidence of you demonstrating that you are able to deliver demonstrations of the techniques to the participants and support them as they take part in your planned drills and conditioned practices.

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	Your written response should include: • a plan of the drills and conditioned practices to develop participants' techniques for your chosen sporting skill • an account to justify the choice of activities in each drill and conditioned practice related to the requirements of the sporting skill in competitive situations. Your video footage should include: • practical evidence of you demonstrating the techniques required to perform the selected sports skill using key teaching points to support good practice • practical demonstrations of your choice of drills for the group of participants to take part in to improve your chosen sport skill • practical evidence of you supporting participants to take part in your choice of drills to improve your chosen sport skill.
Learning outcome covered	**C:** Demonstrate ways to improve participants sporting techniques
Checklist of evidence required	A written response of 3–5 pages of A4. Video recordings lasting approximately 10 mins of the learner demonstrating sports drills and conditioned practices and supporting participants as they take part in these activities.
Resources needed	Video camera with sound recording
Supervised hours to complete the tasks	Learners would need approximately 1 hour to complete Task 4.
Number of marks	24 marks

Guidance for teachers

(to be removed before assignment distribution to learners)

General guidance	This assignment has been designed to allow learners to meet the assessment requirements of the component by engaging in vocationally relevant tasks and activities. You must issue this assignment allowing sufficient time for learners to complete it. You should advise learners of the timetabled sessions during which they should complete monitored preparation and when they will undertake supervised assessment. You should direct learners to read the information given in the vocational context and each task section of this assignment carefully. Tasks often link to one another, so it is important to check that learners understand all tasks before they start the assignment.
Specific guidance	The assignment will take approximately 4 supervised hours to complete. This is divided into approximately: • 1 hour to complete Task 1 • 1 hour to complete Task 2 • 1 hour to complete Task 3 • 1 hour to complete Task 4. These timings are for guidance only, but should be used to give learners an indication of how long to spend on each task and to schedule your assessment sessions. Tasks can be conducted and evidence can be produced across several sessions. **Submission of evidence for moderation** Evidence submitted for moderation should include a clearly labelled digital folder per learner containing: • all work completed for the assignment • a completed declaration of authenticity. **Guidance on preparing evidence for submission** • Consideration should be given to the quality and clarity of images/scans, audio and/or video submitted as evidence. Images included should be of sufficient size to clearly show the quality/nature of the work being demonstrated. • Digital files should be saved in an accessible format that does not require specialist software to access.

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	• The sample for Sports learners will be mutually agreed between the centre and allocated moderator based on the video evidence available in line with the current Standards Verifiers practise in sport. A minimum of 20 learners in the cohort must have video footage recorded which must meet the Pearson-set Assignments video requirements. Where there are fewer than 20 learners in a cohort, all learners must be recorded. All learners must be assessed, but the video evidence collected from the 20 learners must cover a range of marks, including the highest, lowest and a range in the middle.
Opportunity to contextualise this assignment	No contextualisation is allowed for this assignment. You must not change any aspect of the vocational context or tasks. The set of tasks form a coherent whole, addressing all the learning outcomes and allowing access to the full range of marks. Altering any aspect of this assignment may constitute malpractice and will be subject to investigation by Pearson.
Before carrying out the assignment	Before this assignment is given to learners, they must undertake a learning programme covering the knowledge, understanding and skills outlined in the component content in the specification. They should be given sufficient time to develop knowledge, understanding and skills in order to achieve their full potential.

During the assignment	For the duration of the assignment:
	• all work must be completed independently by the learner under appropriate monitoring and supervision to ensure authenticity
	• work must be produced in response to the assignment and no work completed during teaching can be used or adapted for this purpose
	• guidance or support can only be given to learners in order to clarify:
	  ○ the requirements of tasks
	  ○ the evidence they need to produce
	  ○ any resources they are allowed to access
	• learners cannot receive any guidance or instruction about how to improve work to meet mark bands or solutions to questions or problems in the tasks
	• learners must not be given any support or feedback in writing or editing notes
	• learners must not be provided with writing frames, prepared formats, templates or any other forms of scaffolding
	• learners may use their own class notes, they cannot use text books
	• any permitted group or collaborative work must be clearly defined

	• appropriate steps must be taken to prevent plagiarism and/or collusion through supervision and regular checks of work as it develops. **Maintaining security during formal supervision** Any work learners produce under supervision must be kept securely between sessions and during breaks. Designated assessment areas must only be accessible to the learner and to named members of staff. Learners can only have access to their work under supervision.
	Only permitted materials can be brought into the supervised assessment and no materials should be removed. Learners can access the internet if necessary for task where required to search and access audio-visual content, which must be appropriately referenced. This must be monitored by the teacher.
Approach to teaching and learning to support learners to *'get it right first time'*	In order to fully prepare learners, before the Set Assignment is distributed, they should: • attempt formative assessment tasks that model important elements of the activities to be carried out in this assignment • receive feedback on how they performed, including what they did well and how they can further improve.
Other materials	This Set Assignment does not include any additional materials and it is expected that learners produce their own evidence. Learners must not be provided with writing frames, prepared formats, templates or any other forms of scaffolding.

Assessor guidance

Your role as the assessor	As the assessor of this internal assessment, it is your role to: • ensure correct processes to maintain security and authenticity are followed for the duration of the assessment • make and record assessment decisions using the mark bands • provide feedback to learners about their achievement. When acting in dual roles as both teacher and an assessor, you should help learners to understand your responsibilities in each capacity so they are aware of the differences during learning and assessment.
Your assessment decision	You must assess learner evidence for this Pearson-set Assignment using the marking grids for the relevant component provided in this document. Marking grids have four mark bands, each containing the descriptors specifying the level of knowledge, understanding and skills that learners are required to demonstrate to be awarded the marks associated with that band. The descriptors for each band are written to reflect the marks at the top of the mark band and the descriptors should be read and applied as a whole. A glossary of terms used in the marking grids is provided in *Appendix 1* of the specification. **Using a 'best fit approach' to marking the assignments** In applying the marking grid, assessors are required to: • first make a holistic judgement on which mark band most closely matches the learner's response for the evidence being assessed. Each mark band contains a number of 'bulleted traits' that in combination provide a descriptor of the expected performance of a learner in relation to the individual task within the assignment. Consideration should also be given to the descriptors in the mark bands above and below to ensure the correct mark band is selected. The learner's response does not have to meet all the characteristics of a mark band's descriptor before being placed in that mark band, as long as it meets more of the characteristics of that mark band than of any other • after placing the learner's response within a mark band, the assessor should then make a more refined judgement as to whether the learner's response is towards the higher or the lower end of the mark range for that mark band, and allocate a final mark accordingly within the marks available in that mark band.

	Further guidance on deciding a final mark The award of marks must be directly related to the descriptors in a mark band. Assessors should be prepared to use the full range of marks available. When deciding upon a final mark, assessors should take into account how well the learner's response meets the requirements of the descriptor in that mark band. • If the learner's response meets the requirements of the descriptor fully, assessors should be prepared to award full marks within the mark band. The top mark in the mark band is used for a learner's response that is as good as can realistically be expected in that mark band. • If the learner's response only barely meets the requirements of the descriptor (but is better than the previous descriptor), assessors should consider awarding marks at the bottom of the mark band. The bottom mark in the mark band is used for a learner's response that is the weakest that can be expected in that mark band. • The middle marks of the mark band are for a learner's response that is a reasonable match to the descriptor. This might represent a balance between some characteristics of the descriptor that are fully met and others that are only barely met. • Where there is no evidence worthy of credit, no marks (0 marks) must be awarded.

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Marking grid – Component 2

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1: Components of fitness **Learning outcome A: Understand how different components of fitness are used in different physical activities**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of physical fitness and skill-related components of fitness and their impact on performance in a specific physical activity. Evidenced through: • a **basic** account of the use of the components of fitness in the given physical activity with **some omissions** • a **basic** account of the impacts of the components of fitness on performance in the given physical activity.	**Adequate** application of knowledge and understanding of physical fitness and skill-related components of fitness and their impact on performance in a specific physical activity. Evidenced through: • a **partially developed** account of the use of the components of fitness in the given physical activity with **few omissions** • a **partially developed** account of the impacts of the components of fitness on performance in the given physical activity.	**Good** application of knowledge and understanding of physical fitness and skill-related components of fitness and their impact on performance in a specific physical activity. Evidenced through: • a **mostly developed** account of the use of the components of fitness in the given physical activity with **minor omissions** • a **mostly developed** account of the impacts of the components of fitness on performance in the given physical activity.	**Comprehensive** application of knowledge and understanding of physical fitness and skill-related components of fitness and their impact on performance in a specific physical activity. Evidenced through: • a **well-developed** account of the use of the components of fitness in the given physical activity with **no omissions** • a **well-developed** account of the impacts of the components of fitness on performance in the given physical activity.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: Participating in sport **Learning outcome B: Be able to participate in sport and understand the roles and responsibilities of officials**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** demonstration of practical ability through participation in their chosen sport. Evidenced through: • performs sporting techniques for sports skills with **little** accuracy, fluency and control in isolated practices • performs sporting techniques for sports skills with **little** accuracy, fluency and control in competitive situations • selects and performs appropriate strategies on **few** occasions during competitive situations.	**Adequate** demonstration of practical ability through participation in their chosen sport. Evidenced through: • performs sporting techniques for sports skills with **some** accuracy, fluency and control in isolated practices • performs sporting techniques for sports skills with **some** accuracy, fluency and control in competitive situations • selects and performs appropriate strategies on **some** occasions during competitive situations.	**Good** demonstration of practical ability through participation in their chosen sport. Evidenced through: • performs sporting techniques for sports skills which are **mostly** accurate, fluent and controlled in isolated practices • performs sporting techniques for sports skills which are **mostly** accurate, fluent and controlled in competitive situations • selects and performs appropriate strategies **effectively** on **most** occasions during competitive situations.	**Confident** demonstration of practical ability through participation in their chosen sport. Evidenced through: • performs sporting techniques for sports skills with **high** levels of accuracy, fluency and control in isolated practices • performs sporting techniques for sports skills with **high** levels of accuracy, fluency and control in competitive situations • selects and performs appropriate strategies **effectively** on **all** occasions during competitive situations.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3: Officiating in sport **Learning outcome B: Be able to participate in sport and understand the roles and responsibilities of officials**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of the two given areas of development. Evidenced through: • a **basic** account of the main officials and their key responsibilities in the chosen sport with a **number** of omissions • a **basic** account of the given sport specific key rules and regulations • a **basic** account of the actions the official would normally take to ensure adherence to the given sport specific rules with **some** omissions.	**Adequate** application of knowledge and understanding of the two given areas of development. Evidenced through: • a **partially developed** account of the main officials and their key responsibilities in the chosen sport with **some** omissions • a **partially developed** account of the given sport specific key rules and regulations • a **partially developed** account of the actions the official would normally take to ensure adherence to the given sport specific rules with **few** omissions.	**Good** application of knowledge and understanding of the two given areas of development. Evidenced through: • a **mostly developed** account of the main officials and their key responsibilities in the chosen sport with a **few** omissions • a **mostly developed** account of the given sport specific key rules and regulations • a **mostly developed** account of the actions the official would normally take to ensure adherence to the given sport specific rules with **minor** omissions.	**Comprehensive** application of knowledge and understanding of the two given areas of development. Evidenced through: • a **well-developed** account of the main officials and their key responsibilities in the chosen sport with **minor** omissions • a **well-developed** account of the given sport specific key rules and regulations • a **well-developed** account of the actions the official would normally take to ensure adherence to the given sport specific rules with **no** omissions.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 4: Improving participants' sporting skill (written) **Learning outcome C: Demonstrate ways to improve participants sporting techniques**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of planning drills and conditioned practices for a chosen sport skill. Evidenced through: • **basic** plan with **little** relevance to the chosen sport skill • **basic** account to justify the choices of activities included in drills and conditioned practices with **little** relevance to the techniques required for the chosen sport skill.	**Adequate** application of knowledge and understanding of planning drills and conditioned practices for a chosen sport skill. Evidenced through: • **partially detailed** plan with **some** relevance to the chosen sport skill • **partially developed** account to justify the choices of activities included in drills and conditioned practices with **some** relevance to the techniques required for the chosen sport skill.	**Good** application of knowledge and understanding of planning drills and conditioned practices for a chosen sport skill. Evidenced through: • **mostly detailed** plan which is **mostly** relevant to the chosen sport skill • **mostly developed** account to justify the choices of activities included in drills and conditioned practices which is **mostly** relevant to the techniques required for the chosen sport skill.	**Comprehensive** application of knowledge and understanding of planning drills and conditioned practices for a chosen sport skill. Evidenced through: • **fully detailed** plan with **specific** relevance to the chosen sport skill • **fully developed** account to justify the choices of activities included in drills and conditioned practices with **specific** relevance to the techniques required for the chosen sport skill.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 4: Improving participants' sporting skill (video) **Learning outcome C: Demonstrate ways to improve participants sporting techniques**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** practical ability and demonstration of appropriate drills and support given to improve participants' sports skills. Evidenced through: • **basic** demonstrations with **minimal** use of appropriate teaching points to support participants to perform correct techniques for chosen sports skill • a **basic** range of appropriate drills and conditioned practices to develop participants' technique for selected sports skill • **rarely** provides appropriate support to participants when taking part in sports drills and conditioned practices to improve their techniques for a chosen sports skill.	**Adequate** practical ability and demonstration of appropriate drills and support given to improve participants' sports skills. Evidenced through: • **sufficient** demonstrations with **some** use of appropriate teaching points to support participants to perform correct techniques for chosen sports skill • a **sufficient** range of appropriate drills and conditioned practices to develop participants' technique for selected sports skill • **sometimes** provides appropriate support to participants when taking part in sports drills and conditioned practices to improve their techniques for a chosen sports skill.	**Good** practical ability and demonstration of appropriate drills and support given to improve participants' sports skills. Evidenced through: • **competent** demonstrations with a **range** of appropriate teaching points to support participants to perform correct techniques for chosen sports skill • a **competent** range of appropriate drills and conditioned practices to develop participants' technique for selected sports skill • **frequently** provides appropriate support to participants when taking part in sports drills and conditioned practices to improve their techniques for a chosen sports skill.	**Confident** practical ability and demonstration of appropriate drills and support given to improve participants' sports skills. Evidenced through: • **effective** demonstrations with use of a **wide range** of appropriate teaching points to support participants to perform correct techniques for chosen sports skill • a **wide** range of appropriate drills and conditioned practices to develop participants' technique for chosen sports skill • **consistently** provides appropriate support to participants when taking part in sports drills and conditioned practices to improve their techniques for a chosen sports skill.

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